MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

CHERNIHIV POLYTECHNIC NATIONAL UNIVERSITY

LEADERSHIP AND ADMINISTRATION OF SOCIAL WORK

METHODICAL GUIDELINES
to practical classes and independent work
for training Masters
specialty 231 Social Work

VALIDATED
at a meeting of the Department of
Social Work
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Chernihiv 2023

Лідерство та адміністрування соціальної роботи. Методичні вказівки до практичних занять та самостійної роботи для здобувачів *другого (магістерського)* рівня вищої освіти спеціальності 231 Соціальна робота / Укладач: Ревко А.М. – Чернігів: НУ «Чернігівська політехніка», 2023. – 33 с. (англійською мовою).

Leadership and Administration of Social Work. Methodical guidelines to practical classes and independent work for training Masters specialty 231 Social work / Developer: Alona Revko. – Chernihiv: CPNU, 2023. – 33 p.

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CONTENT

Preface

Administration in social work focuses on the maintenance of existing systems, subsystems, and structures designed to help workers successfully perform the tasks expected of them and to ensure the smooth execution of the tasks of the organization as a whole. Administration requires skills to implement regulatory processes and mechanisms for tasks such as planning, budgeting, organizing, and recruiting, providing structure, and problem solving. A key component of effective administration often boils down to effective communication within the organization of the social sphere, the use of leadership skills and knowledge of emotional intelligence.

The purpose of the course is understanding different leadership styles, practicing methods to motivate teams and mentor others, developing strategic plans, understanding administration, human resources, program evaluations, community collaboration.

The primary studying goals of the discipline:

− Enable students to develop skills for effective professional leadership and management in delivering quality services and positive outcomes for those who use services.

− Provide opportunities to develop an understanding of theoretical models, skills, and frameworks to underpin leadership and management in practice.

− Encourage students to understand their own organization, roles, and responsibilities, evaluate practice and bring about innovation and change.

− Enable students to recognize the contribution of research to inform leadership and management in practice.

The practical sessions cover theoretical principles according to thematic lesson plan, detailed examples, and practical problems. Each practice session contains the necessary theoretical information, the order of execution of work and the sample solution that facilitates the perception of the new material, contributes to a better assimilation of the theoretical material that is of interest to students more in-depth study of the course.

Topic 1
The Leadership, Power, and Administration in Social Work

Learning Objectives:
1. Understanding the essence and typology of power.
2. Identifying the levels of power.
3. Understanding leadership theories and philosophies.
4. Identifying the distinctions between leader and boss.
5. Identifying distinguishing leadership and administration.

Power - the superiority of one person over the other. Based on: force (power); impact; authority (prestige). Generally, power - is a determining influence on the behavior of the masses, groups, organizations, with instruments which has state.

There are four types of power:
1) Power 'over' refers to the ability of the powerful to affect the actions and thoughts of others. It includes domination, force, coercion, and abuse.
2) Power 'to' refers to the capacity to act; including the ability to claim rights, citizenship, or voice.
3) Power 'within' refers to a sense of self-identity, understanding of our rights and role as citizens, and confidence and awareness, all of which can be a pre-condition for action. It is commonly described as 'inner strength'.
4) Power 'with' refers to the strength which can emerge through collaboration with others, collective action, and alliance building. Commonly described as 'strength in numbers.

The power (authorities) implemented at the following levels:
- The local (personal or private) level of power acting in small groups. *Who's got power 'locally' (or close to us)?*
- Regional level. *Who has power regionally?*
- National level. *Who has power nationally?*
- Global level. *Who has power globally?*

Leadership - "a process whereby an individual influences a group of individuals to achieve a common goal" (Lewis et al., 2017).

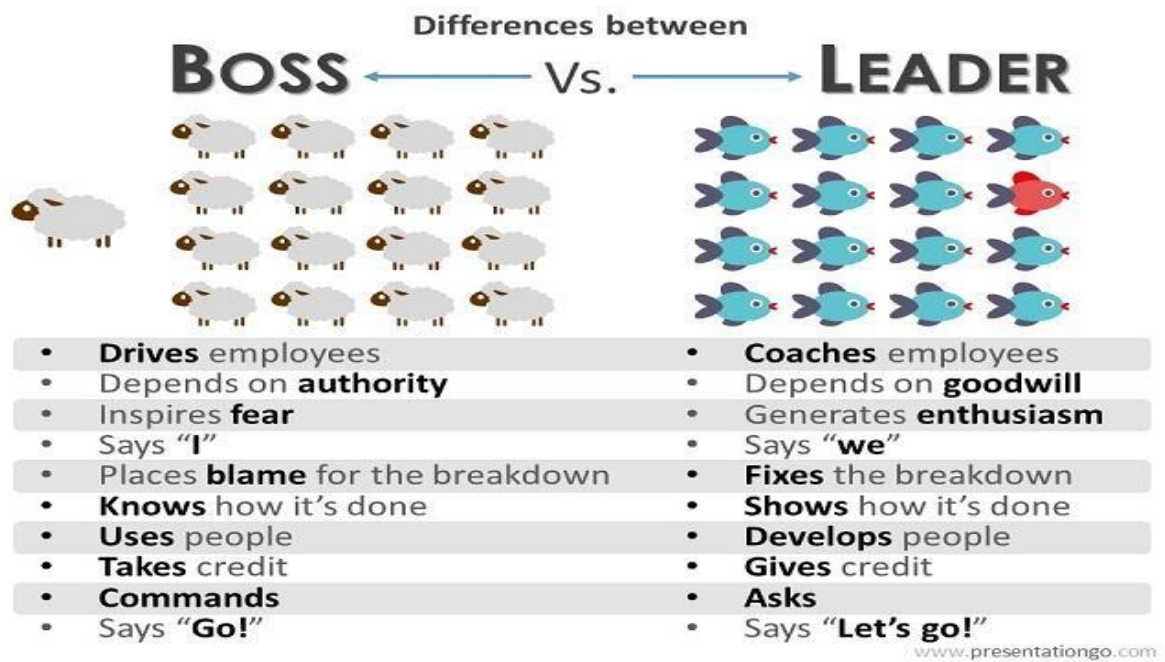The differences between boss and leader are represented at fig. 1.

Figure 1.1. Differences between boss and leader

Distinguishing Leadership and Administration

Administration is focused on maintaining the systems, subsystems, and structures that are in place and designed to help people successfully complete the tasks expected of them and ensure that the operations within the organization run smoothly.

Administration often requires skills for implementing processes and regulatory mechanisms for tasks such as planning, budgeting, organizing, and staffing, providing structure, and problem solving. A key ingredient for administration effectively often comes down to effective communication.

Kotter (2011) differentiates managing from leadership, explaining that whereas managers organize,

- leaders "align" people, which always involves the complex art of communication, simplified ever slightly by one's ability to read and relate to others.
- EI is central to effective leadership as it contains the key ingredients for knowing the audience, knowing oneself, and, thus, how to tailor communication to inspire confidence and motivation among, what should ideally be, a diverse team of skilled individuals.

Review & Discussion Questions

1. Describe the essence and typology of power.
2. Who's got power 'locally' (or close to us)?
3. Who has power regionally, nationally, and globally?
4. What is leadership in your opinion?
5. What are the top three qualities that you value most in leaders?
6. What are your top three strengths as a leader?
7. What are three qualities that you would like to improve as a leader?

Topic for essay

1. Whether or not one was "born to lead"?

Topics for presentation

1. Empowerment in social work.
2. Tips to empower the staff.
3. Effective Leadership in Social Work.
4. The difference between leadership and administration.

Watch the videos and be ready for discussion

1. Top 10 Differences Between Managers and Leaders. https://www.youtube.com/watch?v=8ubRzzirRKs&t=149s
2. What's the difference between a boss and a leader? https://www.youtube.com/watch?v=9DSh2VRgvEk

Read the articles and prepare short report

1. Andrea Roselli, Christopher Austin (2021). The dynamical essence of powers. *Synthese* (2021) 199:14951–14973 https://doi.org/10.1007/s11229-021-03450-8
2. Amina Hussain and Rachelle Ashcrof (2022). Social Work Leadership Competencies for Practice amid Crisis: A Scoping Review. *Health & social work*, 2022, Vol.47 (3), p.205-214.

Topic 2
Leadership Communication with Impact

Learning Objectives:
1. Identifying leaders focus on organizational culture.
2. Describe the elevator speeches.
3. Understanding basic communication style concepts.
4. Describe effective presentations.

Leaders focus on organizational culture and team spirit to ensure strong morale and motivation. Leaders can determine new directions in which an organization or institution should move, and to do this successfully, leaders must also have a good pulse on the psyche of the team.

Leaders Need to Exude Transparent Communication

Conversations about problem areas should be discussed in such a way that the other person can better understand the problem(s) and how individual performance results affect teams and the population being served.

Ideally, the conversation should generate ideas from the individual, not the leader, about how to adjust and improvements, although the leader can help the process by facilitating the dialogue.

Leaders Must Be Strong Communicators

Leaders must be strong communicators, which of course includes written and verbal communication, as well as the way they communicate and interact non-verbally.

It is important for the leader to tailor the message in such a way that the particular audience will best understand and receive the message. Equally important, leaders provide constructive feedback.

Elevator speeches are an important way to get the attention of others because they are short and therefore convey your point of view succinctly.

Usually, public speeches are evaluated for:
- 70%—facial expression and body movements.
- 20% - voice (spacing and emphasis are important—where you stop, and pause are important). The shortest and slowest speeches are the most successful speeches, go as slowly as possible and use your personality or presence to support your point.
- 10% - content.

Cullen (2013) suggested the following styles for inspiring people through communication processes.

Invitation to interaction: Social workers described their approaches to patients and other service users in terms of extending invitations that respect

each person as a unique individual, allowing them to interact on their own terms.

Individualization of the means of communication: The social workers interviewed gave several examples of cases where they made a special effort to adopt a means of communication that would meet the needs of the individual patient...

Persuasive congruence: The data included examples of social workers consciously adapting their communication method to fit a specific purpose (p. 1534).

Steps to take for a successful presentation (Fig. 2.1)

Step 1: Know your audience (recognize learning style, learn about your audience).

Step 2: Define your purpose (develop objectives, think about main ideas).

Step 3: Collect ideas, ideas, and all materials that may in any way relate to your report.

Step 4: Formulate your message (illustrate with examples, use simple, dynamic language).

Step 5: Develop visual aids (choose a medium, develop an effective design, prepare slide presentations, videos, and handouts).

Step 6: Prepare notes for delivery (choose a medium for notes, mark text for delivery and practice).

Step 7: Prepare the environment for the presentation (plan the layout of the room, check the layout).

Step 8: Prepare (dress for success and overcome your anxieties).

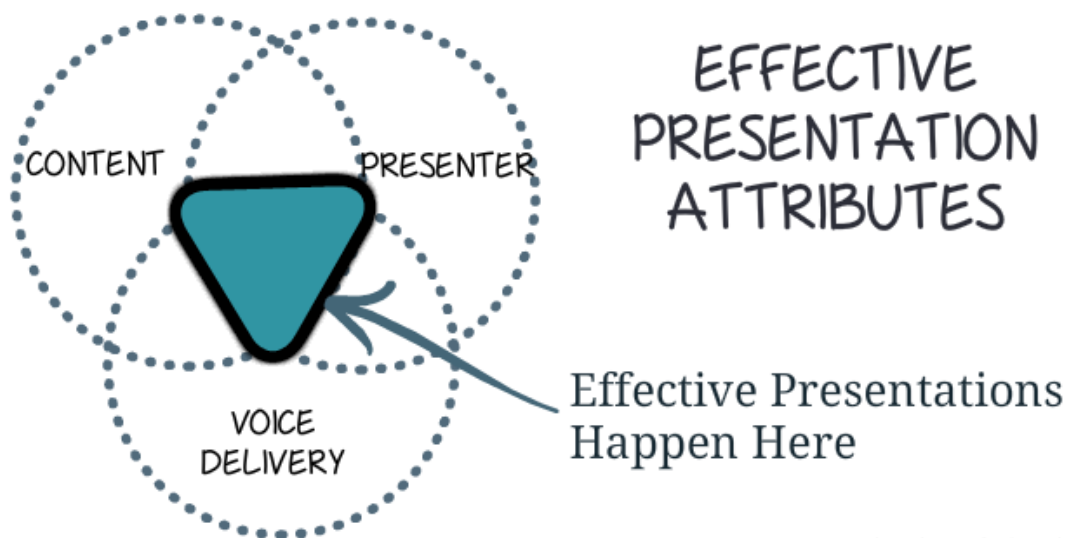*Step 9:* Present with style (control your voice, communicate with gestures and expressions).

Figure 2.1. Effective Presentation Attributes

Step 10: Engage the audience (build relationships, stay on point, moderate Q&A (the question-and-answer)).

Step 11: Be prepared to answer the questions.

Review & Discussion Questions

1. Why should leaders focus on organizational culture?
2. What is organizational culture of organization?
3. What are elevator speeches?
4. Describe the basic communication style concepts.
5. Explain basic rules for effective communication with individuals.
6. Describe leadership communication strategies for working with groups.
7. Explain steps to take for a successful presentation.

Topics for presentation

1. Communication style.
2. Barriers to Effective Leadership Communication.
3. Communication strategies to inspire, motivate and empower.
4. Communication management in conflict situations.

Watch the videos and be ready for discussion

1. What is an Elevator Pitch? Examples for Students and Job Seekers
https://www.youtube.com/watch?v=hGkIVxwxrCk&t=35s

2. How to improve communication in your team
https://www.youtube.com/watch?v=c2eq_MyIBVY&t=3s

Read the case and answer the questions

Case-box: The self-centred team member

Facts of case: He is a prolific scholar and edits a journal in his area of expertise but does not obtain grants.

He developed a specialization that is widely used by other schools. However, his classes are under enrolled, and students drop out of his class after a session or two. The university has a minimum enrolment policy that the head can override occasionally, and you have done so a number of times for his classes. As a result, your department has taken some budget hits for running the under enrolled class that professor.

Jones teaches. He chastises his students. He does not like his colleagues, does not attend department social gatherings, and does not approve of any changes in policy and curriculum and anyone going for tenure and promotion. This university has no requirement for a formal review of tenured professors.

Dr. Jones is in his mid-50s. He sends his accomplishments to the administration regularly.

Questions:
1. What can you do as a chair/leader?
2. Where would you start with him?

Topic 3
Leadership Styles and Philosophies

Learning Objectives:
1. Identifying and assuming various leaderships styles that can be situationally adapted.
2. Understanding the essence of Emotional Intelligence.
3. Identifying the elements of Emotional Intelligence.

Style refers to a way of doing something. *Leadership styles* mean the behavioral pattern which a leader adopts to direct the behavior of members in an organization to achieve the goal of the organization.

The three major styles of leadership are:
1. Authoritarian or autocratic - 'Boss'.
2. Participative or democratic - 'Teamwork'.
3. Delegative or Free Reign - 'Multidisciplined' (Fig. 3.1).

Figure 3.1 Kurt Lewin's Three Styles Model

Authoritarian (autocratic)
Characterized by individual control over all decisions and little input from group members. Provide clear expectations of what needs to be done, when it needs to be done, and how it needs to be done. It is best used in situations where there is little time for group decision-making or when the leader is the most knowledgeable member of the group.

Participative (democratic)

Generally, the most effective leadership style. Offer guidance to group members, but they also participate in the group and allow other group members to contribute their input. Encourage group members to participate, but reserve the final say in the decision-making process. Members of this group were less productive than members of the authoritarian group, but their contributions were of a much higher quality.

Delegative (free reign or laissez-faire)

The least productive of all three groups. Do not offer or suggest leadership to group members and leave decision-making to group members.

Although good leaders use all three styles, with one of them normally dominant, bad leaders tend to stick with one style.

According to Daniel Goleman there are six styles of leadership (fig. 3.2).

Figure 3.2 Goleman's six leadership styles

In a 2003 Harvard Business Review reported that 80% of competencies that differentiate top performers from others are in the domain of *Emotional Intelligence* (otherwise known as emotional quotient or EQ).

The term emotional intelligence was created by two researchers, Peter Salavoy and John Mayer in their article "Emotional Intelligence" in the journal *Imagination, Cognition, and Personality* in 1990. It was later popularized by Dan Goleman in his 1996 book *Emotional Intelligence.*

Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions of others as well.

Emotional intelligence is a very important skill in leadership. It's a scientific fact that emotions precede thought. When emotions run high, they change the way our brain's function diminishing our cognitive abilities,

decision-making powers, and even interpersonal skills. Understanding and managing our emotions (and the emotions of others) helps us to be more successful in both our personal and professional lives.

In the case of social workers, Emotional Intelligence is an important skill for the role, and it is thought to have a beneficial effect on stress. Social workers are often subjected to 'emotional labor', when they have to mask their true feelings in a situation where they may feel angry, embarrassed or even fearful with a hostile client or upset about the circumstances of a vulnerable child.

In the career of Social Work, it is vitally important to have a high degree of Emotional Intelligence to make a positive impact and become a competent supervisor. The worker must be able to recognize their own emotions and how they can impact their life before helping solve a client's emotional stressors.

According to Daniel Goleman Emotional intelligence has five main elements such as - self-awareness, self-regulation, motivation, empathy, and social skills (Fig. 3.3).
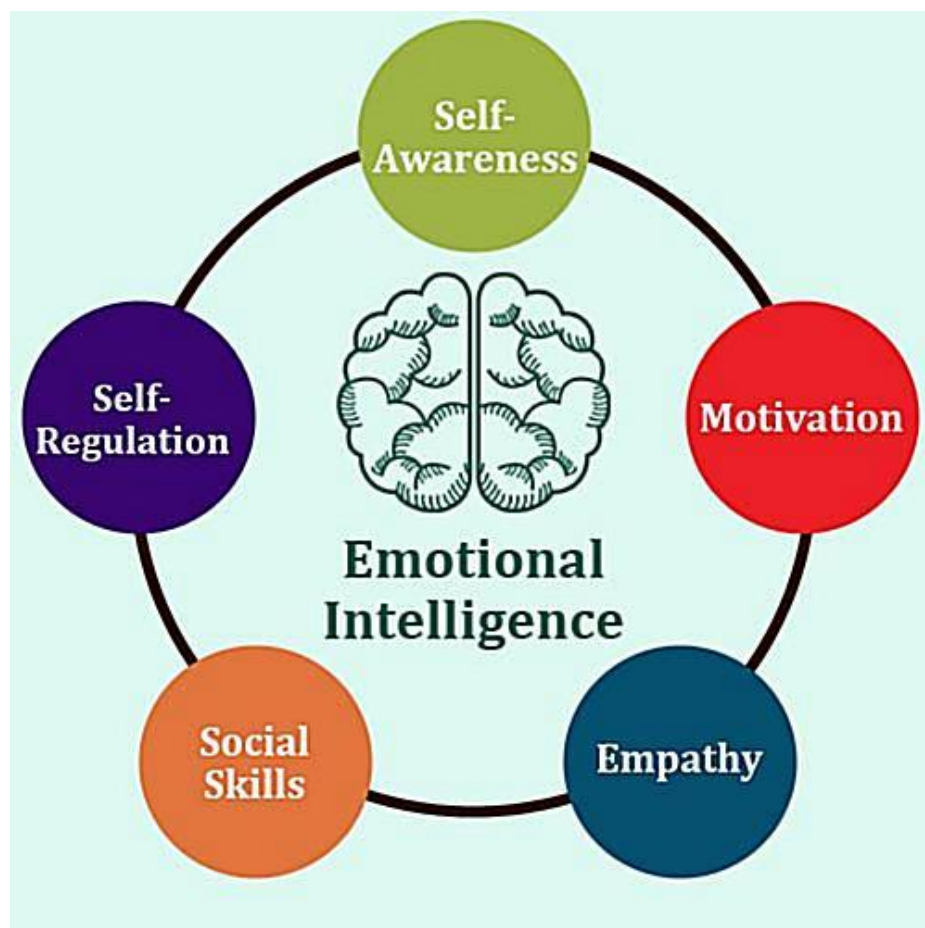

Figure 3.2 The main elements of Emotional Intelligence

Review & Discussion Questions

1. What is Leadership style?
2. Explain Kurt Lewin's Three Styles Model.
3. Give an example of an authoritarian or autocratic leader among celebrities and politicians.
4. Give an example of a participative or democratic leader among celebrities and politicians.
5. Give an example of a delegative or free reign leader among celebrities, politicians.
6. Explain Goleman's six leadership styles.
7. What is Emotional Intelligence?
8. Describe the main elements of Emotional Intelligence.

Topics for presentation

1. Social Role Theory and Differences in Leadership Styles.
2. Transactional Leadership Style.
3. Social Work Skills and Leadership Styles.
4. Influence of social media on leadership style.

Watch the videos and be ready for discussion

1. Goleman's leadership styles https://www.youtube.com/watch?v=fOGWwcQC7fw
2. Emotional Intelligence https://www.youtube.com/watch?v=weuLejJdUu0&t=2s
3. Which Leadership Style Is This? https://www.youtube.com/watch?v=Bv16yctXaFM&t=4s

Read the cases and answer the questions

Case 1 MOLLY`S LEARESHIP STYLE (COMPETENCYBASED CASE EXAMPLE)

Molly was recently promoted to a director's position which now required her to facilitate meetings with her team. She was full of energy, eager to bring about change, and was committed to fostering a new culture where staff felt that they had a say. There were several issues that needed her immediate attention and resolution in the first few months of her new leadership role. She decided that she would bring these to the team and allow the team to decide how to manage these issues. At first this seemed to work well, but after a few meetings she started to notice that the group was teetering between seemingly frustrated and utterly disinterested. She could not understand how people could seem so frustrated and indifferent—after all she was giving them a voice in these matters. She started to reflect on how these meetings were being conducted and was able to recognize that she had perhaps allowed too much of a say by some but had failed to facilitate the meeting in such a way as to ensure that there was input from all. Additionally,

in reviewing her agenda notes she realized that so much time was consumed by getting input from people that the meetings often ended without a definitive resolution, and without hitting all the agenda items. She pondered if she had created a culture of paralysis by over analysis in her well-intended desire to lead democratically.

Questions: 1. How could Molly modify her use of the democratic style?

2. What are the potential risks and benefits of continuing to employ the democratic style?

3. In addition to the democratic style, what other style might she try to integrate at times?

4. What are the potential risks and benefits of trying to incorporate other styles?

Case 2 BLENDING LEADERSHIP AND MANAGEMENT

Elle was assigned to lead the implementation of an electronic health records system at a large social service agency, after three project managers had left the agency. At the time it was assigned to Elle, it had been through many iterations of change and many staff had given up on the idea that the project would ever come to fruition.

The agency culture was entrenched in an archaic style of doing paperwork—there was no electronic record keeping for any data, the billing department still mailed out typed invoices, and a large portion of the employees still had never even set up their email accounts. Elle quickly realized that the project would need both aligning and organizing. She understood that launching a project of this magnitude would require that she create an "A-team" of staff who could first and foremost help to align others and increase the buy-in for this project. After all, everyone was already stretched way too thin and asking them to commit what little time they had to learn the system and create the technological functionality to be tailored to the agency's needs and regulations would be a big ask. Once she obtained buy-in from a select group of individuals working in diverse roles to represent all levels of the organization, she was confident that they could promote the changes by modelling their commitment, knowledge, and enthusiasm for the much-needed change.

Elle organized weekly meetings and collaborated with the team to set achievable tasks to slowly build the team's confidence in their competencies and skills (leave them hungry to keep growing, she figured). She even worked with IT consultants to help translate the tech jargon that was so foreign to the team. The team had gelled and reached a point where they were truly excited to launch the electronic health record system; all members had proven their dedication to the agency, the team, and the progressive nature of the work. On the day of the go-live training, the company that had sold the electronic health record system reported that vital forms such as assessments, treatment plans,

and progress notes were not ready for deployment, meaning the agency could not use them. Over the next few weeks, Elle and the team of IT consultants pressed for the product completion, but to no avail. Elle's A-team was told by the company that they had "outpaced" the company, which meant they could not quality test their own product in stride with the completion of tasks the A-team finished. The team's enthusiasm was rapidly deflating. The weekly meetings seemed to lose purpose and energy. Elle now had to rebuild, and regain, their confidence while also managing her own feelings of frustration and dissatisfaction with the company they were working with.

Question: What EI skills can Elle employ to manage this situation?

Topic 4
Leadership tasks in meetings for social workers

Learning Objectives:
1. Understanding how to make meetings productive.
2. Identifying stages in the meeting process.
3. Describe the process of planning meetings.
4. Understanding approaches to decision making.

Meetings can satisfy four of the five management skills: sharing information, brainstorming, problem solving and decision making, and implementing plans. Meetings are useful when collective thinking and consensus are needed, and synergy is likely.

There are many types of meetings from small group, informal, spur-of-the-moment meetings to large-group and regularly scheduled meetings.

Managing meetings means applying the four basic management: *planning, organizing, directing, and control.*

Preparation is required to achieve the *planning* and *organizing* functions. The *directing* and *controlling* functions are controlled by conducting and managing those processes.

Planning refers to how someone prepares for a meeting to ensure it is successful and productive.

The organization is characterized by the systematic collection and distribution of materials needed to ensure greater participation, understanding, and productivity.

Directing relates to how one effectively facilitates the meetings.

Finally, control refers to the ability to control topics, side conversations, participant emotions, etc. in a way that prevents the group from going off track.

There are three stages in the meeting process (Fig. 4.1).

PREPARING	CONDUCTING	FOLLOW-UP
50%	15%	35%

Figure 4.1 Three stages in the meeting process

Advance preparation for meetings:
- Try to identify the participants' perspectives, their knowledge of the topic and the likely extent of their participation and try to anticipate possible personality conflicts.
- Plan the outline of the topic, identify areas for study before the discussion and agree on all procedural issues.
- Schedule monitors, technicians, consultants, or any other special

assistance needed. When preparing for the meeting, state the expected outcomes (what), state the purpose or objectives of the meeting (why), and how you will achieve the meeting's goals (how).

Outcome – Purpose - Objectives of Meeting

OUTCOME/PURPOSE/OBJECTIVE	EXAMPLES
Outcome or what you expect to accomplish	An understanding of the financial status of agency or university so that I can decide "yea" or "nay" on merging with agency or university.
Purpose or why are we having this meeting	Agency or university is in dire financial stress and may not survive without a merger.
Objective or how will we accomplish the purpose	Understanding of pros and cons of merger versus going out of business. Agreement on results to be achieved by decision.

Approaches to decision making represent in table 4.2.

Table 4.2

Approaches to decision making

APPROACH	ASSUMPTIONS	SUGGESTIONS AND EXAMPLES
Rational	Any number of rational processes can be applied, taking into account problem identification, option discussions, and best possible solutions with the least adverse consequences.	Few organizations have the time and expertise to engage in this approach. Because it is at the heart of the rational decision-making process model, it is difficult to employ unless someone is trained in the process or an outside consultant is hired. It also takes time and commitment to see it through.
Acceptability	Not necessarily the best overall solution, but this approach is the best within the current situation.	This approach is used frequently by agencies and academic committees because the rational approach won't work.
Slight modification of the status quo	Maintaining the status quo with only minimal modifications is the goal of all decisions.	This approach can happen without much effort or thought. The way of least resistant can prevail. People always resist change so the least amount of change has a better chance of acceptance.
Crisis response decision making	The organization does not have a stable decision-making process or a strategic plan in place. As a result, decisions are made on a daily or short-term basis without spending time on investigating the problems and issues, but instead responding with quick resolutions which may or may not resolve the issue in the long run.	One frequent tactic is to create ad hoc committees to deal with new issues instead of using existing structures.

APPROACH	ASSUMPTIONS	SUGGESTIONS AND EXAMPLES
Mixed methods	This approach accepts a combination of the rational and the maintaining the status quo approaches, depending on the situation and time and resources available.	The combination adds some rationality to the maintaining the status quo approach. The basic tenets of rational decision making can be used to maintain some aspects of the current situation.
Pressure and influence from above	Preferred decisions are suggested by higher level authorities or for political purposes for which some decisions must be made.	Sometimes choices can be negotiated with higher level authorities. Providing additional information on possible negative impacts of a decision may influence these authorities.
Group agreement or consensus	A shared decision-making process involves everyone that the decision might impact. Members agree on a decision although it might not be the best choice for all.	After long meetings, people more readily compromise to end the process. Sometimes trading solutions resolves differences, which typically occurs with academic committees.

SOURCE: Adapted from Golensky, M. (2011). Strategic leadership and management in nonprofit organizations: Theory and practice. Chicago, CA: Lyceum Books.

A checklist for planning meetings includes publicity – promotion - notifying who is responsible by when (Table 4.3)

Table 4.3
Publicity – Promotion - Notifying who is responsible by when

PUBLICITY—PROMOTION—NOTIFYING	WHO IS RESPONSIBLE	BY WHEN
Notices to whom		
Letters of invitation		
Direction to meeting place		
Phone calls		
News releases		
Contact with media		
Copies of speeches		
Copies of meeting plan		
Pictures/photographs		
Bulletin boards		
Personal contacts		
Other		

Review & Discussion Questions

1. What types of meetings do you know?
2. What does it mean to manage meetings?
3. Explain the main stages of the meeting process.
4. Describe a checklist for planning meetings.
5. Explain approaches to decision making.

Topics for presentation

1. Effective Meetings: What makes a good leader.
2. Effective Negotiation Management.
3. Difference between Problem Solving and Decision Making.
4. Problem Solving and Decision Making in Social Services.
5. Traps during planning and preparation for the meeting.
6. Decision-making model.

Watch the videos and be ready for discussion

1. - How to make meetings more effective with the meeting perfection tool https://www.youtube.com/watch?v=yK9EsLLVLyo&t=50s

2. CDM - Decision Making Model https://www.youtube.com/watch?v=XT0Awg-Fpxw&t=74s

Read the articles and prepare short report

1. Dan MilzAtul Pokharel Curt D. Gervich (2023). Facilitating Online Participatory Planning During the COVID-19 Pandemic. *Journal of the American Planning Association*, 2023, Vol.ahead-of-print (ahead-of-print), p.1-14. DOI: 10.1080/01944363.2023.2185658

2. Leathers, Sonya J. ; Diamant-Wilson, Roni ; Spielfogel, Jill E. ; Annes, Lee ; Thomas, Amy ; Garrett-Wilson, Shirlyn (2021). Team decision-making service planning for children and adolescents at risk for placement instability: Fidelity and initial outcomes. *Children and youth services review*, 2021, Vol.120, p.105705. https://doi.org/10.1016/j.childyouth.2020.105705

Topic 5
Developing and Motivating Staff in Social Work

Learning Objectives:
1. Describe the essence of team building.
2. Understanding employee motivation.
3. Explain leading by example.
4. Understanding generational differences and similarities of motivation.

One of the primary goals of leadership and management is team building. The essence of *team membership* is to work together to continuously improve individual talents that together contribute to a desired outcome. An important task of leaders and managers is the formation or further strengthening of people's desire to act as "team players". By creating teams that can work together and complement the talents of teammates, a collective group can be very influential.

In many ways, social work leaders and managers can rely on their knowledge of group work theories and skills to develop cohesive teams (groups). Leaders and managers must facilitate meetings that allow processes to emerge. Mutual aid is the process of helping others to help others and is an inherent experience of group work. It is also an important teamwork process.

The process of mutual assistance in group work is more than just providing support to other group members: it involves a group of people with similar problems (the "all in the same boat" phenomenon) who come together to help each other.

There are several *motivational factors* that leaders and managers should be aware of, including: leading by example, effective communication, empowerment, talent development, and incentives.

The SCARF model, first introduced in 2008 by David Rock, suggests that individuals are motivated by:
- status,
- certainty,
- autonomy,
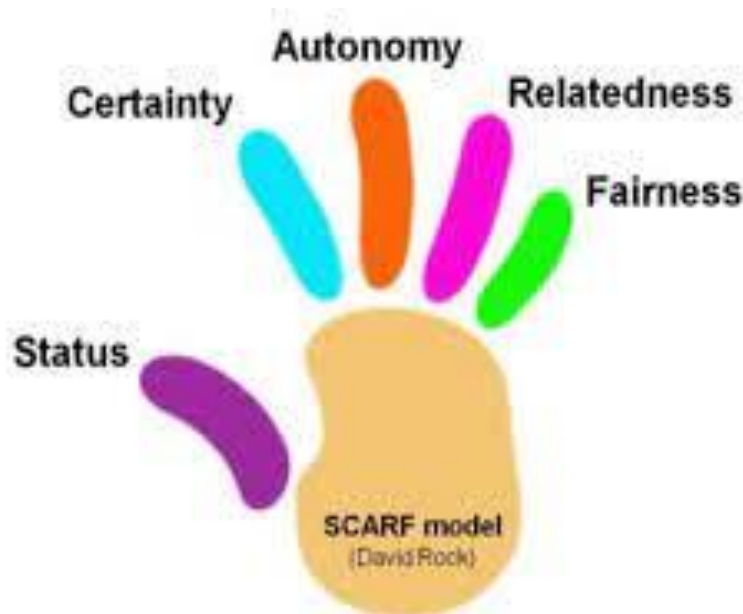- relatedness, and
- fairness (Fig. 5.1).

Figure 5.1 The SCARF model

Status means the degree of importance of a person to others.

Certainty is related to a person's ability to predict outcomes, and since our brains envision "mapping machines" (Rock, 2006), this motivation is quite common and causes people to jump to conclusions as the brain tries to map outcomes.

Autonomy is about a person's perceived sense of control in his or her environment and life events.

Relatedness refers to a person's sense of security and trust in their social/professional orbit.

Fairness is a person's perception of a fair exchange between people in their social/occupational group (Rock, 2008).

The ability of a leader/manager to find his or her own style of illustrating what she or he wants to see more of in the work environment and staff attitudes. Staff need to have opportunities for growth. Providing opportunities for professional development and advancement helps staff feel they are an asset worth investing in.

Millennial Leaders: Typically, passionate but may lack the experience to lead and inspire others to follow or implement their creative ideas. It is important to focus on their passion because it is a major strength that can be used to create goals for growth opportunities related to leading others.

Millennial managers: They may not be as focused on the minutiae of day-to-day tasks, especially when compared to previous generations such as baby boomers. As a manager, they tend to thrive and perform better if they are invested in the bottom line in some way (Fig. 5.2).

Figure 5.2 Generational differences and similarities of motivation

Generation X Leaders: This can be a combination of practical thinkers and idealists who are able to think big. They often have passion and a big heart, which helps them work well with others and inspire those they lead.

Generation X Managers: This can be a combination of practical thinkers and idealists who are able to think big. They often have passion and a big heart, which helps them work well with others and inspire those they lead.

Baby Boomers as Leaders: Can be quite likable and charismatic leaders who have a strong base of knowledge and experience that can be an asset in mentoring others.

Baby Boom Managers: May have a wealth of knowledge about the organization because they are likely to have been with the organization longer. Historical knowledge and a penchant for wide networks can be shared and taught to others.

Review & Discussion Questions
1. What is team building?
2. How do you understand employee motivation?
3. Describe the SCARF model and their components.
4. Explain the factors that contribute to peak performance in five steps.
5. Describe generational differences and similarities of motivation.
6. Explain the perception of millennials by baby boomers.
7. Describe the top three motivators found across millennials, Gen Xers, and boomers.

Topic for essay
1. Social Work: What Motivates You?

Topics for presentation

1. Socratic method in asking open-ended questions.
2. Building Effective Social Work Teams.
3. Motivation theories in social work management.
4. Key motivational factors for the professional activities of social workers.
5. Social Work Staff Development.

Watch the videos and be ready for discussion

1. - Employee Motivational Speech: Failproof Formula https://www.youtube.com/watch?v=BfowtoO_zTI&t=14s
2. - The SCARF Model By DAVID ROCK - EXPLAINED https://www.youtube.com/watch?v=PKYP3S92RqU&t=510s
3. Generational Values in the Workplace: Differences and Dominant Values https://study.com/academy/lesson/generational-values-in-the-workplace-differences-and-dominant-values.html

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Topic 6
Professional Development in Leadership and Management in Social Work

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Learning Objectives:
1. Describe benefits and approaches to mentoring.
2. Explain managing the organizational function.
3. Describe examples of organizational dysfunction.

Benefits of Mentoring

1) it increases the likelihood of success for the individual, for the teams the individual manages, and for the organization.
2) the prevalence of change leads to rapid changes in the organizational structure, which means that when an agency expands, merges, affiliates or reorganizes in any way, it can cause a rapid need to fill new management positions, which are either new, with a new structure, or newly vacant.

Approaches to Mentoring

1. The traditional approach relies heavily on self-directed learning, usually through online courses, checklists, and various reading materials.
2. A blended approach to training appends classroom training to the traditional approach of self-directed learning. Training classes can afford individuals new skills, new abstract concepts, and ways to modify existing abstract concepts, and, overall, can provide rich information.
3. An integrated approach is a fusion of self-directed learning, blended learning, and learning that is customized to the individual.

Engaging and Empowering Employees

Engaging staff starts with understanding what they value, how they are motivated, and what their aspirations are. When a leader or manager gains this understanding, he or she can design tasks and projects that are tailored to the strengths, talents, and broad goals of the staff.

To empower staff, a leader or manager must provide appropriate access to information, assistance, and linkage with other staff to work together on projects. Ideally, team members with different skills should be assigned separate projects that contribute to the team's success while also showcasing the individual's skills.

Turning Around Dysfunction

Dysfunction can occur when teams are performing well below their potential. Ineffective teams can be the result of leaders not having a clear vision of what needs to be done and what is needed to achieve the task. In such circumstances, employees may continue to believe that they are moving toward a goal, only to find that their efforts have been futile, leading to feelings of confusion, frustration, and discouragement. If the leader is unable

to provide feedback throughout the process due to a lack of vision, interest, or being too absorbed in other tasks, then staff will quickly band together to oppose the project.

Examples of organizational dysfunction
Organizational camps. Organizations and staff often meet separately because they may pursue similar interests that place them in this zone, but the individual groups do not cooperate, collaborate, share information, and work with each other to achieve program goals and objectives.

How to overcome organizational camps: Strategically assign different members of a single group to work together on a team made up of members from another separate group to get people to work together, essentially breaking down individual groups.

The stale state. The stale state occurs when an organization does not need to worry about competition and therefore is no longer willing to innovate.

How to overcome stale states: The leader and/or manager should always encourage and model innovation and creativity, and this should apply to all programs in the larger group.

Chasing the tail. Chasing the tail can happen when there are multiple responsibilities with competing levels of importance and too many people are involved to really know who should do what.

How to overcome chasing the tail: Help limit staff involvement in too many committees.

The favorites. Employees may become irritated, angry, and jealous of other employees who may appear to have a close working relationship with a supervisor or manager.

How to overcome the perception of favorites: The leader can offer to share tasks with other employees, especially those who complain, thus giving them an opportunity to develop a working relationship with the leader.

Lack of clear direction. A lack of focus, clear instructions and direction leads to people being unsure about the organization's goals. Without leadership, people will focus either on crisis issues or on what they want to work on, and as a result, their work may not move the organization toward its goal.

How to overcome lack of clear direction: Be clear about the direction and use the strategic plan as a road map for people to follow.

Operating in crisis mode. When a strategic plan is pushed aside so that you can deal with an immediate crisis, another crisis typically follows;

therefore, the organization is constantly focused on crisis management and cannot focus on the strategic plan and the corresponding mission, goals, and objectives.

How to overcome operating in crisis mode: Designate key team members to manage ongoing crises. This task may be their primary function while others work on implementing the strategic plan.

Review & Discussion Questions
1. Explain the main benefits of mentoring.
2. Describe the main approaches to mentoring.
3. What does the TERA quotient stand?
4. How to engage and empower employees?
5. What is organizational dysfunction?
6. Give examples of organizational dysfunction.

Topics for presentation
1. Mentoring of managers in social work.
2. Managerial skills to increase productivity.
3. The ways of creating and maintaining a positive organizational culture.
4. Recognizing organizational dysfunction and ways to overcome it.
5. Promoting diversity and culturally competent practice.
6. Modelling professional and ethical behaviour.

Watch the videos and be ready for discussion
1. The Benefits of Mentoring https://www.youtube.com/watch?v=836-noR3DO8&t=10s

2. How to Be a More Confident Leader at Work https://www.youtube.com/watch?v=E0X11zacWzM

3. Organizational Efficiency - cartoon explanation https://www.youtube.com/watch?v=6tQX_E1xZhE&t=140s

Practical task "Developing Your Self-Care Plan"
Read the information about self-care https://socialwork.buffalo.edu/resources/self-care-starter-kit/introduction-to-self-care.html

Follow the recommendations on self-care plan https://socialwork.buffalo.edu/resources/self-care-starter-kit/developing-your-self-care-plan.html and **make Your personal self-care plan**

You can make it in the table (word document) or prepare a creative poster

Topic 7
Administrative Accountability in Social Work. Strategic Planning in a Social Work Environment

Learning Objectives:
1. Understanding the process of preparing and managing organizational budgets.
2. Describe the internal controls and accountability.
3. Explain managing the workplace to ensure a positive and supportive culture.
4. Understanding the planning in general.

Preparing and managing organizational budgets

Organizations cannot function without a well-managed budget. Social work leaders and managers tend to be well versed in the organization's mission and focused on providing services that further the organization's mission and goals.

Preparing and managing budgets requires an understanding of how to read budgets to better analyze them and make informed program decisions based on financial realities and projections.

A budget can be used to monitor financial information (think compliance and financial audits) and objectively and strategically guide decisions based on what is in the budget, and therefore management is imperative.

The first step to managing budgets is to know and understand the financial parameters that can affect the budget. This step also includes confirming each budget category and which items are included in the budget, such as office supplies, staff positions, training costs, travel funds, and rent.

Internal controls and accountability

Internal controls are management techniques that are systematically applied to prevent misuse or misappropriation of funds and protect the organization from potential risks and liabilities.

Internal controls are designed to promote legal, ethical, and efficient practices, and to protect the organization from lawsuits, financial ruin, and tarnished reputations.

Organizations can also use external resources and software in the control system. For instance, there is a variety of accounting software that tracks and electronically monitors records. In addition, many nonprofits have external auditors who review both financial and clinical records and report on the organization's recordkeeping and regulatory compliance status.

Social work leaders and managers must understand how regional, state, and federal policies and regulations affect their work with clients. This understanding requires leaders and managers to stay abreast of new laws and regulations that are sometimes added to large federal bills that ultimately

affect local service providers.

Managing the workplace to ensure a positive and supportive culture

A workplace that offers a positive and supportive culture and climate is an environment that fosters cohesion between diverse people and teams and encourages employees to contribute and use their creativity. A growth-oriented environment should focus on both customer service and providing staff training and opportunities for growth.

To create and maintain a positive workplace environment, employees must feel that senior management supports their growth, development, and well-being (i.e., work-life balance, burnout, etc.).

Harassment and bullying in the workplace can happen at any time and in any setting. Requiring staff to undergo mandatory harassment training will at least educate people about the negative effects of harassment and how to recognize it when it occurs. Incidents must be reported to superiors, regardless of whether the person reporting it is positive or the harassment did not actually occur.

All organizations need *planning*. Planning is needed when there is a deviation between how you would like to see the future (preferred future) and what you think will happen if nothing changes (predicted future).

Achieving planning objectives depends largely on the amount of control managers must influence the process. If managers have a high level of control and are not satisfied with the current situation, they can implement a planning process to create a more desirable future.

In the planning aspect of the managerial role, there are three types of planning: *goal planning, means planning,* and *action planning*.

A manager with a high level of control may be more willing to engage in *"ends planning",* in which the manager can design a desired future and propose ways to bring about that future state.

A manager with a medium level of control may engage in *"means planning"*, in which the manager develops the means for attaining acceptable goals.

A manager with a low level of control is usually called upon to engage in *"action planning"* in which the manager simply executes the project according to established goals and means.

Review & Discussion Questions

1. Explain the process of preparing and managing organizational budgets.
2. What are internal controls?
3. Describe a positive and supportive workplace culture and climate.
4. What can the organization's budget be used for?
5. What is the first step to budget management?
6. What are the operating costs of the organization's budget?

7. Which are considered as capital investments of the organization's budget?

8. What is planning in general?

9. What types of planning do you know?

Topics for presentation

1. Organizational transparency and accountability.
2. Managing employee performance.
3. Non-discriminatory practices at a workplace environment.
4. Bulling prevention at the workplace.
5. Stakeholder Mapping.
6. Strategic planning in human service agencies.
7. Strategic planning for social enterprises.
8. Strategic planning for community development.
9. Strategic plan as a base for success of NGO.

Watch the videos and be ready for discussion

1. Internal Controls Explained
https://www.youtube.com/watch?v=ErB5bwjVsY0&t=20s

2. Creating Sustainable Organizational Culture Change in 80 Days | Arthur Carmazzi | TEDxMaitighar
https://www.youtube.com/watch?v=r2XE87EoI7M&t=230s

Answer the COMPETENCY-BASED QUESTION: CULTURAL DIFFERENCES

1. COMPETENCY-BASED CASE STUDY: ADVOCACY

A state department serving persons with developmental disabilities historically served persons with intellectual disabilities and adults with developmental disabilities. However, given the sharp increase in the prevalence of children diagnosed with ASD, the department began to serve youths (children and teens) diagnosed with ASD. The public sector outsourced treatment services to the private sector, which received funding directly from the state agency. The private sector was therefore overseen by the state agency for compliance with treatment service outcome measures, processes of working with families, and funding regulations. One funding regulation outlined strict guidelines for reimbursing services rendered when a youth did not have school. The regulation stated that youths must be out of school for 10 consecutive days before the servicing agency is eligible for reimbursement. For youths being served in residential treatment, private agencies were gravely impacted by this regulation, since most school vacation days were either one-day holidays or five-day breaks, and inclement weather days were scattered days, as were delayed openings or early dismissals. Staffing, of course, was needed for the youths during these weeks and

dispersed days throughout the academic calendar year. For an agency that primarily served youths and provided a number of residential placement options, the financial loss of this policy would be too high. The CFO calculated the amount of money it would take to staff all non-school days, with the exception of weekends, and it totaled nearly $1 million. The executive team believed in the mission of the organization that served youths, and also knew firsthand that families, as well as the youths, needed the support of residential treatment services.

Questions

1. How should the executive team handle this matter? What are the first steps they should take in addressing this matter, and why?

2. What does the leadership team need to consider and how should it proceed?

3. What should the executive advocate for? Who should the executive advocate to? Explain your reasoning.

ASD - autism spectrum disorder
CFO - chief financial officer

2. *COMPETENCY-BASED CASE STUDY: A HOUSE MANAGER UNDER BUDGET*

The manager of a therapeutic group home is responsible for reconciling the monthly expenses. The manager reports that they remained $200 under budget this month. "How wonderful!" the supervisor thinks, until he or she takes a look at the breakdown of expenses firsthand and notices that there were multiple charges to the local office supplies store. The agency has a contract with a wholesale vendor, and requests for office supplies are supposed to go through central office. Additionally, the supervisor notices multiple charges to a local gas station on the same day, which is curious because the residents did not have that many planned community outings that week. The supervisor is growing more curious about the appropriation of funds and worries that this quick audit of expenses may be suspicious.

Questions:

1. What is the first thing that the supervisor should do?

2. How should the supervisor approach the manager about what was discovered in this audit?

3. What are some possible human errors that might have occurred?

4. Should the supervisor report this finding to anyone else in the agency? If so, who and at what point?

5. Why should there be multiple layers, or multiple persons, to review budgets within an organization?

Recommended literature

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5. Hafford-Letchfield, T. (2020) Leadership and Management Skills in Social Work, in Jonathan Parker (eds) Introducing Social Work. London, Thousand Oaks, New Delhi, Singapore, Learning Matters, ISBN 978-1-5264-6335-7/ISBN 978-1-5264-6336-4 (pbk), pp149-59

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11. Pittman, Angela (2020). Leadership Rebooted: Cultivating Trust with the Brain in Mind. Human service organizations, management, leadership &governance, 2020, Vol.44 (2), p.127-143.

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13. Revko A. (2021). Leadership and Emotional Intelligence in Social Management. Інноваційний потенціал соціальної роботи в сучасному світі: на межі науки та практики : матеріали I Міжнародної науково-практичної конференції. – Чернігів : НУ «Чернігівська політехніка», 2021. – С. 42-43.

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15. Social Work Leadership Framework (2022). Digital Print Services. 16 p. https://niscc.info/app/uploads/2022/09/Social-Work-Leadership-Framework-final-version-15-April-22.pdf

Information resources

Course Link in MOODLE	https://eln.stu.cn.ua/course/view.php?id=6716
National Association of Social Workers	https://www.socialworkers.org/
Social Work Podcast	http://socialworkpodcast.blogspot.com/2008/01/supervision-for-social-workers.html
Council on Social Work Education	https://www.cswe.org/
Australian Association of Social Workers	https://www.aasw.asn.au